

Ruqaiya Altaf<sup>1</sup>  
Dr. Farah Deeba<sup>2</sup>  
Dr. Asia Zulfqar<sup>3</sup>  
Muhammad Ismail<sup>4</sup>

## PERCEPTION OF COLLEGE TEACHERS AND PRINCIPALS REGARDING HUMAN RESOURCE MANAGEMENT IN PUBLIC AND PRIVATE COLLEGES

### Abstract

*The purpose of the present research was to compare the HRM practices in public and private colleges. The total sample of 103 teachers and 29 heads of the colleges were selected through systematic sampling technique. A questionnaire of 40 items, based on five point Likert scale was developed for teachers. An interview schedule comprised 10 questions was developed for the colleges' heads. For statistical analysis of data percentage, mean score, , Z-test were computed. It was observed that the difference between the mean of responses of teachers of public and private colleges towards applying HRM practices in colleges was significant. Whereas the principals of the colleges have positive attitude towards applying HRM functions in colleges.*

**Key Words:** Management, Human Resource Management Practices (HRMPs).

---

<sup>1</sup> Ex-M.Phil. Student. Dept: of Education, Bahauddin Zakariya University, Multan.

<sup>2</sup> Assistant Professor, Dept: of Edu., BZU, Multan. E-mail: farahgillani@bzu.edu.pk

<sup>3</sup> Assistant Professor, Dept: of Edu., BZU, Multan.. E-mail: asia.zulfqar@bzu.edu.pk

<sup>4</sup> Ex-M.Phil. Student. Dept: of Edu., BZU, Multan.. E-mail: smailon623@gmail.com

The concept of management is associated with a process within an organization, where individuals and groups work together by using physical and financial resources in order to achieve the goals of that organization (Hersey, Blanchard and Johnson, 1996). Therefore, the main task of management is to get maximum outcomes from those resources to enable any organization to achieve its objectives. The process of management has five basic functions, planning, organizing, staffing, leading and controlling in which staffing is related to human resources (Dessler, 2008)

In any organization including an educational organization, human resources are the people, who carry out various jobs, tasks and functions. And in any organization human resource management is needed to build up and maintain qualified and efficient workforce. This sort of management include various managerial activities and tasks. The purpose of these activities and tasks is to boost effectiveness of the organization (DeNisi and Griffin, 2009). Armstrong (2014) takes HRM as an approach which is strategic and coherent for the management of any organization. In his view, the people are the asset for any organization because they play the major role to fulfil the objectives of that organization.

Placing the right people equipped with the required skills and abilities, undoubtedly improve the quality and product of the organization. However, effectiveness of the HRM is largely dependent on its practices. These practices are generally based on some HR philosophies, HR strategies, HR policies and HR processes (Armstrong, 2014). These practices in fact are the main source of enhancing and improving the performance of the workforce of an organization. And if these

practices are adopted in an educational organizational, the performance of that institution may be enhanced. So, a well-qualified, skilled and efficient work force is needed for better performance of a school, college or university and for this, human resource management skill is needed which an administrator can use for this purpose (Robbins and Coulter, 2006).

In the above mentioned context, therefore, the purpose of HRM practices is to make teachers (the main workforce) more productive. This process provides educational institute with well trained and devoted teachers. If we want to improve teacher' performance more, then we must reward teachers for productive outcomes which in turn boosts their job satisfaction and self-actualization. If educational institute takes responsibility of managing teacher's personal needs and their working condition, they put more efforts to complete their tasks. This is the basic responsibility of the administrators to ensure that the teachers are treated equally and their abilities are properly utilized (Ivancevich, 2003).

Effective human resource management practices depend upon adopting the five fundamental Human Resource Management functions including staffing, human resource development, compensation, safety and health and employees' relations in which "staffing is the process through which an educational institute ensures that it has appropriate number of teachers, having enough knowledge and skills for doing their teaching job and to achieve institution's objectives". Human Resource Development consists of training and development of teachers involving individual career planning, development activities through performance management and performance appraisal. Compensation

system provides appropriate working conditions such as salary, sick leave, maternity leave, study leave, holidays and provision of satisfactory environment to the teacher for their useful contribution to organization. Safety and health are also equally important because it protect teachers from physical and psychological harm. If teachers are physically and mentally fit they will be more productive providing long term benefits to educational organization. Teachers must have a strong relationship with the administration. Therefore, there should be regular and fruitful communication between teachers and administrators. Brown and Heywood (2005) stated that performance appraisal is a formalized process to check the performance of teachers and is proposed as an effective tool in order to make better the performance to build up the productivity level of teachers. Brown and Benson (2003) found that teachers' commitment and productivity can be improved with regular performance appraisal system. The results of the study by the Huselid (1995) show that use of strategic HRM practices and the progress of organization are positively linked. Because HRM effectiveness directly influences the performance of the organization. HRM functions are highly inter-related. Therefore, if school or college administration makes decision about one aspect, it will definitely affect other aspect as if any educational institute wants to appoint best teachers but does not contemplate the provision of adequate working conditions then it is simply wastage of time, money and energy (Mondy, 2008).

HRM practices are equally important in both public and private educational institutions (BoLi+, 2012). Nevertheless, quality education seems, to be top priority for

both public and private institutes. So HRM should be adept efficiently in educational institutes in a country, like Pakistan these practices have same importance as these may be in a developed country for enhancing the quality of education. So, it is necessary in Pakistan also to make the best and full use of HRM practices and their employees' potential for best results. However, very few researches have been conducted in this area especially at college level (public, private) which is main concern of present study. Therefore, it needs specific investigation. Keeping in view this situation, the present study was conducted as an effort to compare HRM practice in public and private colleges to provide a framework of HRM practices in colleges for the creation of an effective teaching-learning process.

#### **Statement of the Problem**

The present study was an effort for finding out perception of college teachers and principals regarding human resource management in public and private colleges. In this study, organization stands for colleges and employees stand for teachers of colleges. Here college means an educational institute providing education at intermediate and graduate level.

#### **Objectives of the Study**

The objectives of the study were:

1. To find out the perception of teachers of public and private sector colleges concerning HRM practices.
2. To compare HRM practices in view of the teachers of public and private sector colleges.
3. To find out the perception of principals of public and private sector colleges about HRM.

#### **Significance of the Study**

This study will be helpful for college administrator to developed strategies of HRM to achieve the objectives in their institution. In this way, they can redesign the existing system of Human Recourse Management Practices for better results.

### **Design of the Study**

The study was delimited to public and private colleges of Multan city. Further only the teachers and administrators of those public and private colleges were included to the study. In view of Coetzee (2011) "research design shows distinctive scientific approach that suits to answer the research questions, because it indicates the general plan of action that how the study was conducted, what happened to respondent and which method of data collection was used by the researcher". Design of the present study was descriptive in nature. However, it had a comparative style of study which compared HRM practices in public and private colleges.

The population of this study was consisted of all the public and private colleges of Multan city. There are thirteen public and sixteen private colleges, offering F.A, F.Sc, B.A and B.Sc in Multan city. Further, all male and female teachers of these above mentioned colleges were the population including 445 science teachers and 582 teachers of arts and humanities. In addition, there were total 29 and 13 public and 16 private college heads who were taken as the population.

For the sample of colleges, from 29 colleges 22 colleges were selected by convenient sampling. For the sampling of teachers, by using systematic sampling technique every 10<sup>th</sup> teacher was selected from the list. 10% teachers of public colleges and 10% of private colleges were taken as sample. In this way, 44% science teachers and 56% teachers of

Humanities group were selected. All the heads included in population were taken as sample (Table no.1: Appendix- A).

Two separate tools (a questionnaire and interview) were used to collect data. For teachers, a Likert type rating scale comprising 40 statements under seven following factors of HRM practices was developed.

- i. Training
- ii. Performance Appraisal
- iii. Career Planning
- iv. Employee participation
- v. Job definition
- vi. Compensation
- vii. Selection

For the convenience of teachers, and to get their true response, rating scale was presented in both English and translated version so that they may easily understand the technical terms of HRM. All the statements were positive consisted of five levels, Strongly Agree, Agree, and Undecided, Disagree and Strongly Disagree. The score allotted to these levels were 5,4,3,2 and 1 respectively. The tools were got validated with the help of experts' advice. The tools were improved and redesigned in view of the experts' opinion. Data were analyzed on the basis of percentage, mean score, , and Z-test for comparison of HRM practices in public and private colleges. To get principals 'response, interview protocol was used which was comprising ten open ended questions

#### **Factor-wise analysis**

The mean score of teachers of public colleges (20.33) is greater than teachers of private sector (17.6) regarding factor

of training. It indicates that training sessions are conducted in public colleges more often than in private colleges.

The mean score of teachers of private colleges (26.12) is greater than teachers of public sector (22.47) regarding factor of performance appraisal. It means that performance is appraised in more reliable manner in private colleges than that of public colleges.

The mean score of teachers of public colleges (28.26) is greater than teachers of private sector (17.62) regarding factor of career planning. Teachers of public colleges have clear promotion policy than private colleges.

The mean score of teachers of public colleges (22.2) is greater than teachers of private sector (15.12) regarding factor of employee participation. Teachers, teaching in public colleges are given opportunity to present their views. They can give their opinions without any hesitation as compared to teachers of private colleges.

The mean score of teachers of private colleges (20.86) is greater than teachers of public sector (17.64) regarding factor of job definition. Responsibilities and job tasks of teacher are clear and obvious in private colleges which define them their duties in better way.

The mean score of teachers of public colleges (19.59) is greater than teachers of private sector (14.84) regarding factor of compensation. Pay scale and allowance for teachers are better in public colleges. In private colleges, pay scale is less than that of public colleges.

The mean score of teachers of public colleges (13.50) is greater than teachers of private sector (9.62) regarding factor of selection. Selection process is transparent and systematic in



public colleges. Tests and interviews are used in the selection process. (Table no.2: Appendix-A).

### **Gender-wise Comparison of Teachers' Responses**

In gender wise comparison of teachers' response the mean score of female teachers was greater than the male teachers. To see the significance of difference between the mean score of female and male, Z-test was applied. The value of Z-test was calculated to be 3.53. It was found that calculated value of "Z" was greater than tabulated value 1.96 at 0.05 level of significance. It means that the difference of responses between female and male groups was statistically significant. (Table no. 3 Appendix-A)

### **Comparison of Public Male and Public Female Teachers' Responses**

Comparison of public male and female teachers' response shows that the mean score of public male teachers was greater than the public female teachers. To see the significance of difference between the mean score of public male teachers and public female teachers, Z-test was applied. The value of Z-test was calculated to be 1.09. It was found that the calculated value of "Z" was less than tabulated value 1.96 at 0.05 level of significance which showed that the scores of both groups on the scale were almost equal. There was no statistically significant difference between the performance of public male teachers and public female teachers groups statistically. (Table no 4: Appendix-A).

### **Comparison of Private Female and Private Male Teachers' Responses**

Comparison of private male and female teachers' response shows that the mean score of private female teachers was greater than the private male teachers. To see the

significance of difference between the mean score of private female teachers and private male teachers, Z-test was applied. The value of Z-test was calculated to be 1.59. It was found that the calculated value of Z was less than tabulated value 1.96 at 0.05 level of significance which showed that the scores of both groups on the scale were almost equal. There was no statistically significant difference between the performance of private female teachers and private male teachers groups, (table no 5: Appendix-A).

### **Comparison of Science and Arts Teachers' Responses**

In comparison of Science and Arts teachers' response the mean score of science teachers was greater than the arts teachers. To see the significance of difference between the mean score of science teachers and arts teachers, Z-test was applied. The value of Z-test was calculated to be 0.14. It was found that the calculated value of Z was less than tabulated value 1.96 at 0.05 level of significance which showed that the scores of both groups on the scale were almost equal. There was no statistically significant difference between the performance of science and arts teachers' groups (table no. 6: Appendix-A).

### **Qualification-wise Comparison of Teachers' Responses**

In qualification wise comparison of M.Phil. and Masters Teachers' response, the mean score of M.Phil. teachers was greater than the Master teachers. To see the significance of difference between the mean score of M.Phil. teachers and Master teachers, Z-test was applied. The value of Z-test was calculated to be 0.10. It was found that the calculated value of Z was less than tabulated value 1.96 at 0.05

level of significance which showed that the scores of both groups on the scale were almost equal. There was no statistically significant difference between the performances of M.Phil. and Master Teachers' groups (Table no. 7: Appendix-A).

### **Comparison of Public and Private Teachers' Responses**

Comparison of public and private teachers' response showed that the mean score of public teachers was greater than the private teachers. To see the significance of difference between the mean score of public and private teachers, Z-test was applied. The value of Z-test was calculated to be 15.18. It was found that the calculated value of Z was greater than tabulated value 1.96 at 0.05 level of significance. It means that the difference of responses between the public and private teachers groups was statistically significant (Table no. 8: Appendix-A).

### **Comparison of Public and Private College Principals' Responses based on their Interview**

The table no.9 depict the %age of the respondents' responses to the questions interviewed. (Table no. 9: Appendix-A).

### **Conclusions**

To sum up it can be stated that some factors are efficiently applied in public sector whereas some are applied in private sector like public sector provides training programs funded by government, not regularly but more than private sector while private sector mainly focuses on the performance appraisal and job definition. In public sector pay scale is

attractive than private sector. In public sector there is chance of promotion than private sector. Selection process is more reliable and systematic in public sector. It is generally believed that in private sector, references are needed to get a job. The employees in public sector feel their job secure. However, the results of the study do not show significant difference among different groups except male and female and overall public and private. The overall positive responses on the statements related to different HRM practices' aspects, revealed that the administrators of the colleges are making efforts to implement HRM practices in colleges. The results of the interview showed that principals of the colleges had positive attitude towards implementing most of the HRM functions in their colleges.

### **Discussion**

The results are in line with the findings of the study conducted by Iqbal (2011) who concluded that HRM practices are better implemented in public universities of Pakistan whereas practices related to performance appraisal are better implemented in private universities. Results are opposite to the same study regarding job definition. According to Iqbal's study (2011) practices related to job definition are better implemented in public sector universities. Results are in line with study results by Arif and Hassan (2013) who also found that HRM practices of public institutes are relatively better as compared to private universities. Overall HRM practices are implemented in public colleges better than that in private colleges due to improved infrastructure and support of the government.

### **References**

Armstrong, M. (2014). *A Handbook of Human Resource Management Practice*. (13<sup>th</sup> ed.). London. Kogan Page Limited.

BoLi+. (2012). *A Comparative Study on Human Resource Management in Private and Public Sectors from the Perspective of Recruit Channels*. pp. 273-275. Retrieved from [www.Ipedr.com/vol 41/056-ICEMT 2012-c10038.pdf](http://www.Ipedr.com/vol%2041/056-ICEMT%202012-c10038.pdf)

Brown, M. & Benson, J. (2003). Rated to exhaustion? Reaction to performance appraisal processes, *Industrial Relations Journal*, 34(1), pp.67-81

Brown, M. & Heywood, J. S. (2005). Performance appraisal systems: determinants and change, *British Journal of Industrial Relations*, 43(4), pp.659-679.

Coetzee, L. R. (2011). *The relationship between students' academic self-concept, motivation and academic achievement at the university of the Free State*. (Unpublished master's thesis). University of South Africa.

DeNisi, A. S. & Griffin R. W. (2009). *Human Resource Management*, (2<sup>nd</sup> ed.). India adaptation-New Delhi; Biztantra.

Dessler, G. (2008). *Human Resource Management*, (10<sup>th</sup> ed.). Allama Iqbal Open University Islamabad; Word Mate Islamabad.

Hersey, Blanchard & Johnson. (1996). *Management of Organizational Behaviour*, (7<sup>th</sup> ed.). New Jersey; Prentice Hall.

Huselid, M. A. (1995). The impact of human resource management practices on turnover, productivity and corporate financial performance. *Academy of Management Journal*, 38, pp. 635-672.

Ivancevich, J. M. (2003). *Human Resource Management*, (9<sup>th</sup> ed.). Irwin: McGraw-Hill.

Mondy, R. Wayne. (2008). *Human Resource Management*, (10<sup>th</sup> ed.). India; Dorling Kindersley.

Robbins, S. P. & Coulter, M. (2006). *Management*, (8<sup>th</sup> ed.). United States: Prentice Hall.

APPENDIX-A

Table No.1: Population and Sample Distribution for the Research Study

Public	Subject	Population	Sample		Total
			Male	Female	
	Science	238	4	10	4
	Arts & Humanities	264	4	12	6
Private	Science	207	9	12	1
	Arts & Humanities	318	4	18	2
Total		1027	1	52	103

Table No. 2: Factor-wise Comparison of Perception of Teachers' Responses

Factor No.	Factor Name	Public		Private	
		Mean	.D	Mean	.D
01	Training	.33	.20	.17	.2
02	Performance Appraisal	.47	.22	.26	.2
03	Career Planning	.28	.28	.17	.3
04	Employee Participation	.22	.22	.15	.2
05	Job Definition	.17	.17	.20	.1
06	Compensation	.19	.19	.14	.2
07	Selection	.13	.13	.09	.2

Table No. 3: Gender-wise Comparison of Teacher's Responses

Category	Gender	N	Mean	.D	S	Z	
						Calculated	Tabulated
Male	Female	5	63.17	1.56	2	3.53	1.96
	Male	5	47.28	4.18	2		

Table No.4: Comparison of Public Male and Public Female Teachers' Responses

Category	Gender	N	Mean	.D	S	Z	
						Calculated	Tabulated
Public Male	Public	2	76.82	2.86	1	1.09	1.96
	Public Female	3	72.83	3.54	1		

Table No.5: Comparison of Private Female and Private Male Teachers' Responses

Category	Cate	N	Mean	M	S	Z	
						Calcu	Tabu
Private Female	Priv	2	36.91	2	1	1.59	1.96
	3						
Private Male	Priv	2	30.96	2	1		
		7					

Table No.6: Comparison of Science and Arts Teachers' Responses

Category	Cate	N	Mean	M	S	Z	
						Calcu	Tabu
Science Teacher	Scie	4	55.45	2	2	0.14	1.96
	5						
Arts Teacher	Arts	5	54.72	2	2		
		8					

Table No.7: Qualification-wise Comparison of Teachers' Responses

Category	Cate	N	Mean	M	S	Z	
						Calcu	Tabu
M.Phil	M.P	3	55.22	2	2	0.10	1.96
	9						
Master	Mas	6	54.72	2	2		
		4					

Table No. 8: Comparison of Public and Private Teachers' Responses

Category	Cate	N	Mean	M	S	Z	
						Calcu	Tabu
Public	Pub	5	74.56	2	1	15.18	1.96
	3						
Private	Priv	5	33.70	2	1		
		0					

Table: No.9: Perception of Public and Private College Principals' Responses based on their Interview

Sr. No.	Question	Interview	Category	Frequency	Percentage
1.	Frequency of Training Sessions in a Year	Training	Once in a year	20	69
			Two times in a year	9	31
2.	Duration of Training Course	Duration	One week	22	76
			Two week	7	24
3.	Best Incentive Compensation	Best	Attractive pay	22	76
			Awards on performance	4	14
			Fee concession packages for children	3	10
4.	Best Qualification for Teaching in College	Best	M.Phil	19	66
			Master	10	34
5.	Best way of Selection of an Employee	Best	Demonstration	20	69
			Interview	5	17
			Through reference	4	14
6.	Way to Provide Guidelines to an Employee about Specific Job	Way to	Meetings	13	45
			Guidance from seniors	7	24
			Booklet	5	17
7.	Best way to Make	Best	HOD	4	14
			Discussion	24	83
				5	17

	Operations Related Decisions			
8	Way to Appraise the Performance of an Employee	Students' result	19	66
		Visit of HOD during the lecture	7	24
		Feedback from students	3	10
9	Purpose of Performance Appraisal System	Improvement of students' result	26	90
		Evaluation of teachers' performance	3	10
10	Ranking for Better Human Resource Management	Attractive pay	18	62
		Unbiased appraisal system	3	10
		Safe and healthy working environment	8	28